



Coláiste Chú Chulainn



lmetb

*Bord Oideachais agus
Oiliúna Lú agus na Mí*
Louth and Meath Education
and Training Board

Coláiste Chú Chulainn

Special Educational Needs and Inclusion Policy 2021

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Introduction

Special Educational Needs (SEN) provision in Coláiste Chú Chulainn is an integral part of the continuum of support within the school. The main aim, in line with the Colaiste Chú Chulainn Mission Statement, is to help all students reach their potential within an inclusive school environment. The SEN Department emphasises the individual needs of each student in our care. We appreciate that each student learns in different ways and at different rates so a variety of teaching methods are employed across the school and within the SEN Department.

Scope

The Special Educational Needs (SEN) policy applies to all students with SEN including those with exceptional ability. The requirements of identified students are taken into account by all involved - parents/guardians, teachers, Year Heads, Guidance Counsellors, ancillary staff, etc., and across all areas of school life, e.g. class work, homework, pastoral care, study, extra-curricular, etc.

As part of the continuum of support the following applies:

1. The student is taught by the subject teacher who may provide differentiated material or learning environment where needed
2. The student is part of a class where team teaching is taking place
3. The student is withdrawn for small group or one to one teaching

Fís na Scoile

Our school's Vision Statement is built on the three strands of Vision, Values, Behaviours as adopted by our Board of Management. This statement is central to all plans, policies and routines in school.

Vision Coláiste Chú Chulainn - Success for All.

Values

- We **Plan** for Success for Every Student
- We **Model** Success in Our Practice
- We **Celebrate** Success
- We are **Partners** for Success in Our Community
- We **Deliver** Success for Students, Families and Community

Behaviours

We Plan for Success for Every Student

- We set and share learning intentions in our work.
- We differentiate in our lessons.
- We give formative feedback to our students on their work.
- We use self and peer assessment in our lessons.
- We engage all students in school life.

We Model Success in Our Practice

- We implement LMETB and Coláiste Chú Chulainn policies in all of our work.
- We are prepared for our work as students and staff.
- We reflect on our professional practice and strive for improvements where identified.
- We share resources, knowledge and experience.

We Celebrate Success

- We praise our students for their efforts and achievements.
- We hold Awards Events.
- We share our stories at every opportunity.
- We include the whole community in our celebrations.

We are Partners for Success in Our Community.

- We collaborate with local and national enterprises.
- We are active in community activities.
- We invite guests to work with us in our learning.
- We are inclusive of everybody.

We Deliver Success for Students, Families and Our Community

- Our students achieve the best possible grades.
- Our students complete their 2nd Level education in Coláiste Chú Chulainn.
- Our students progress to Higher & Further Education or employment.
- Our students have excellent attendance.

Rationale

Our model of support for SEN students is based on the research which shows that students with extra challenges should receive their education in the least restrictive environment possible making learning more relevant and meaningful to all. We endeavour to make our school an educational setting where all students are supported, whatever their needs.

Objectives of this policy

- To ensure an inclusive learning environment for students with special educational needs (SEN)
- To explain how SEN students access learning support and resource (i.e. SEN teaching)
- To maintain a line of communication between parents/guardians, staff, students and outside agencies, where applicable
- To identify, plan, evaluate and review supports for SEN students in Coláiste Chú Chulainn

Legal Framework

Coláiste Chú Chulainn sets out to provide education for all its students with reference to legislation regarding students with SEN as listed:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)
- The General Data Protection Regulation 2018 (GDPR)
- The Children First: National Guidance for the Protection and Welfare of Children 2017 -
- DES Circular Letters
- The guidelines published by the NCSE
- The Guideline for the Continuum of Support for Post-primary Schools (NEPS)

Aims of SEN Support

- To ensure that students of all levels and abilities may access the curriculum to the best of their ability through a Whole School Approach including support from the SEN Department
- To ensure all students are given the opportunity to achieve their individual potential

- To develop a team approach involving all with an interest in the student's progress i.e. subject teachers, Year Head, Form Tutors, Guidance team, SEN Teachers, Special Needs Assistants (SNAs), ancillary staff, school management, outside agencies, parents/guardians and students
- To develop and enhance the inclusive teaching strategies within the classroom enabling SEN students to share with their peers as complete an educational experience as possible
- To support this by ensuring that students are identified, lessons are differentiated and work is monitored by subject teachers as part of on-going support and/or resource provision
- To ensure that all members of staff are aware of the specific needs of SEN students and of the contribution staff can make in this area
- To ensure that SEN is not viewed in isolation, but in the context of the whole school and community
- To outline procedures and practices to be followed in relation to SEN students
- To outline our whole school approach to teaching and learning in relation to SEN students
- To show all SEN students are integrated in every aspect of school life

Identification and Planning For SEN Support

1. Gathering information

Pre-entry

- Parents are invited to provide details of any additional educational and medical needs when they complete the Acceptance Form of Admission for the relevant academic year
- The Education Passport from primary schools, as well as contact with parents prior to entry
- CAT4 scores
- The Year Head for incoming 1st Years in conjunction with either the Principal or a member of the SEN Department may contact feeder schools to gain insight into the needs of the incoming students, if deemed appropriate
- Information from Educational Psychological Reports, if any, or other outside agency reports are consulted, if available

All students

- Information from Educational Psychological Reports, other schools attended or other outside agency reports are consulted, if available.
- Consultation with parent/guardian and student is sought to gain a deeper understanding of a student's needs.

- Information from observations by Year-heads, Form Tutors, subject teachers and Guidance Counsellors is collated.
- Examine referrals from subject teachers, SNA's, form tutors, parents/guardians, Guidance Counsellors, relevant outside agencies, educational psychologists.

2. In-School Screening and Assessment

Incoming students

- Screening/assessment of all incoming 1st Years each February prior to entry using CAT4 to identify all those at or below the 10th percentile, including those who have previously diagnosed difficulties. Identify if this group has literacy needs or numeracy needs or both.
- Identify those for whom English is an additional language.
- Identify those who have an Irish language exemption. It is the responsibility of the parent to provide a copy of the exemption certificate to the school as per Circular Letter 0053/2019.
- Identify those who have previously had access to SNA support and will require this at second level.

All students

- In order to determine the type of intervention necessary and to identify specific needs, individual school-based assessments can be administered to students whose profiles show a discrepancy in their general assessments using DES approved standardised tests (as per CL 0058/2019)
- Screen for Reasonable Accommodations in Certificate Examinations (RACE) applications as per SEC guidelines
- Teacher assessment

3. Planning, Monitoring and Reviewing

- When data gathering and analysis are complete a proposal of how best to meet the student's needs is put together (draft Student Support File) and shared with relevant staff in accordance with the GDPR guidelines. (Appendix 1) This may include suggested strategies from educational reports
- An appropriate schedule of SEN support will complement the students' timetable in accordance with the Continuum of Support
- Ensure all staff maintain relevant records
- The Continuum of Support model is used by the SEN Department as follows:
 - Stage 1(Support for All) Whole-school strategies in Literacy and Numeracy are employed by relevant Subject Teachers. All First Year students will be tested in the first term for levels in literacy and numeracy. Teacher and/or parent concerns lead to classroom intervention

- Stage 2(Support for Some). Students who require EAL support, have withdrawal for specific interventions and have extra support due to Irish exemption are at this level. Students targeted by Co-teaching/team teaching are at this level
- Stage 3(Support for a Few) Where a student's Special Educational Needs are severe and persistent then intensive support may be required and referral to outside agencies, if necessary. Student who have access to SNA support and are enrolled in the Special class are at this level
- The SEN Department liaise with Year Heads regarding academic tracking and progress in general. The October, December, February and May/June examination reports are used in this process and are available to parents/guardians
- All teachers will monitor students' progress through observation and class tests. Where concerns arise, the class teacher will differentiate as appropriate to allow student to access the curriculum in their classroom. This should be monitored and documented before liaising with the class tutor. The tutor can then liaise with the Year Head, where necessary. Should additional support be required the Year Head will discuss with the SEN Department or the Guidance Department as appropriate
- Suggested strategies from Educational Psychologist Reports are implemented, where feasible and depending on the resources available
- Teachers record material covered in one-to-one/group classes/mainstream class and monitor students' progress. (Appendices 2 and 3)
- The school facilitates parents/guardians wishing to discuss the needs of their child by appointment with relevant personnel as per communication with parents policy
- Parents/guardians are recognised as the primary educators and as such play a pivotal role in the support and on-going monitoring of SEN students

Curriculum Provision for SEN

The integration of SEN into the curriculum is based on the Continuum of Support Model. The aim is to be both flexible and responsive to the student's needs.

Support for All

The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class. A Student Support File (Appendix 1) is shared by the SEN Department for identified students with particular Special Educational Needs. In-class support is assigned on a case by case basis. Where additional teaching support is provided, co-delivery will be planned in advance, relevant to the needs of the student, recorded weekly and reviewed every half term. A programme of whole-school interventions is in place for all students in first year. Where students continue to present with significant difficulties, despite whole school interventions such as differentiated teaching, Support for Some is initiated.

Support for Some

Support at this level can take many forms, for example, co-teaching, small group or individualised tuition. A Student Support Plan (Appendix 1) operates for an agreed period of time and is subject to review. It is recorded in a student's file in the SEN office. A copy of SEN file will be added to the year head files at the end of each academic year. A digital copy of this file will be shared with the Year Head.

Support for a Few

At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required, engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observations, student interviews, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate. Data generated from this process may be used to allocate SNA access from within the school's allocation from the NCSE. The SNA will be an integral part of the plan for these students. A Student Support File (Appendix 1) at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.

SNAs are assigned based on the primary care needs of students, to provide appropriate care to students in their charge. The aim is to gradually reduce the support needed so that the student can gain maximum independence prior to leaving Post Primary education. A Personal Pupil Plan will also be required for those with access to SNA support (Appendix 4)

An Tearmann

Coláiste Chú Chulainn has two special classes for students with a diagnosis of Autism Spectrum Disorder (ASD), called An Tearmann. An Tearmann endeavours to enable all students assigned to it, to belong to and educational community without prejudice and within which individual differences are celebrated. Admission to An Tearmann is based on a student having a diagnosis of ASD and a recommendation from an appropriate professional of a placement in a special class for post-primary school.

Students from An Tearmann will attend mainstream classes in so far as possible. They will be supported by their teachers and SNA's, who will plan for their needs.

Intervention Programmes

The following are some specific support programmes that are used to support SEN students:

- Vocabulary Enrichment Programme (Support for All)
- Making Sense of It (Support for All)
- Numeracy Ninjas (Support for All)
- Get Up Stand Up (Support for Some/Few)
- Check and Connect (Support for Some/Few)
- Friends for Success (Support for Some/Few)

- Talkabout social skills programme and Talkabout Teen: all years as appropriate. (Support for Some/Few)

This list is not exhaustive and may change from year to year.

Provision of Support Teaching

- All teachers are responsible for teaching and differentiating for all students in their classes, regardless of the type of SEN or the level of need as per CL 0014/2017. The SEN Department will assign resources, depending on the need, where available
- Access to a Visiting Teacher for those students with hearing / visual impairment is facilitated
- SNA Support is provided in the classroom, where students face particular challenges and demonstrate a primary care need as per CL 0030/2014
- The Guidance Department provides social skills and stress management support.

Other Supports

- SENCO and Guidance teams attend the weekly student support team (SST) meeting, here they meet with the deputy principals, the Year head representative, the tutor representative, the SNA representative and the Leader of the SST
- Extra-curricular activities are open to all and encourage inclusion
- Differentiation occurs within subjects to encourage participation of students of all levels of ability in class
- Varied methodologies are encouraged and supported to include all students e.g. using concrete materials, group work/ paired work, differentiation of class/homework and AFL strategies
- Additional learning extension/stretched learning opportunities are provided for students with exceptional ability
- Confidential reports etc. are filed securely in the SEN Department
- Student Support Files are drawn up annually for students who have been identified as Stage 3 – Support for a Few. These are reviewed as appropriate and complement monitoring by the Year-heads and Form Tutors
- Communications with outside agencies such as NEPS occurs as the need arises.
- Applications are made for RACE based on the criteria set out by SEC
- Whole school initiatives e.g. Cultural Diversity Week, House System all promote respect and inclusion for everyone within the school community.

Success Criteria

Practical indicators of the success of the policy:

- SEN students are included into all areas of our school environment
- SEN students are participating to the best of their abilities in class
- SEN students are able to complete suitable assignments and tasks independently

- Feedback from teaching staff, Special Needs Assistants, parents/guardians, students and other relevant professionals, which shows progress in any area
- Improvement in results of class tests over time.

Communication

Between school and home

- Parent /Teacher meetings are held annually where all teaching staff will be available
- The procedure for parents/guardians making contact with the school is to contact the school office via email or to record a note in the school journal
- Full school reports are sent out four times a year, in October, December, February and May/June
- School journals are available for communication
- Students with SNA access will have a communication diary that will allow for regular contact between the SNA/Teacher and Parent relevant to the Primary care Needs

Within the school

- As part of the return to school, the SEN Register is disseminated to staff. Staff will be notified of updates as they occur throughout the year
- Information is communicated through the Student Support Team (SST) weekly meetings.
- Relevant teachers meet on a regular basis
- Year-heads and SENCO liaise regularly to monitor the progress of each student.
- SEN Department is available to advise or research issues as they arise through the Sharing Professional Observation from Teacher/SNA form(SPOTS) (Appendix 6)
- SET's are available to staff during the school day for consultation.

Between School and Outside Agencies

Communication between the SEN Department and outside agencies only happens with the consent of the parents/ guardians.

Student Records

The SEN Department keeps information on individual students on file in a secure place.

- The SEN Department shares information on individual students around learning, student academic strengths and academic challenges. This information is shared in accordance with the GDPR guidelines
- A record is kept on file of each of the following for the duration of a student's time in school:
 - Student's assessment details
 - What resources each SEN student receives
 - Academic tracking in consultation with Year-heads

- Parents/guardians of students applying to transfer from primary schools will be obliged to provide the Principal with details and records of any Learning Support intervention prior to entry. These records will be kept on file
- Records are kept of applications for RACE, Irish Exemptions, SNA reports, reports/letters furnished by parents/guardians and any other relevant material
- Minutes of meetings within the SEN department are kept on file
- On an annual basis, relevant information from the SEN file is copied and added to the student's whole-school file.

Review and Evaluation of SEN department.

The SEN Department, together with the Year-head and Subject Teachers, evaluates its work by:

- Subject test results
- Reviews by individual teachers for each SEN student
- Observations by Subject Teachers and Form Tutors
- Consultation with students (to encourage ownership of their learning) and parents/guardians
- Personal Pupil Plans and Student Support Files contain the dates / timeframes for targets and review.

Applications to Outside Agencies

The Principal applies to outside agencies for the following:

- Resource materials such as laptops, hearing aids etc.
- Full educational assessments
- Special arrangements/consideration in State Examinations e.g. Separate centres, access to scribes, and access to helper for practical examinations i.e. RACE. This is done in co-operation with the Guidance Department.

Roles of Key Personnel

Board of Management

The BOM oversees the development, implementation and review of the school policy on SEN.

Principal

- To appoint a SEN Co-ordinator and work closely with the co-ordinator to inform the Board of Management
- To collaborate and consult with the SEN Co-ordinator and other personnel who liaise with the Department of Education regarding needs and provisions
- To ensure the effective and efficient use of resources
- To establish a Special Educational Needs Support Team in the school to ensure identification of needs and support for students with SEN

- To lead and manage a whole school approach to Special Educational Needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area
- To promote the development of positive partnerships with parents of students with SEN
- To ensure that procedures exist for consultation with primary schools with regard to the enrolment of students with SEN
- To process applications for Irish Exemptions as per CL 0053/2019
- To direct the work of the SNA's
- To ensure compliance with statutory and regulatory requirements.

Special Educational Needs Co-ordinator (SENCO)

- To collaborate and consult with the Principal and other personnel who liaise with the Department of Education regarding needs and provisions
- To establish a Special Educational Needs Support Team in the school to ensure identification of needs and support for students with SEN
- To lead and manage a whole school approach to Special Educational Needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area
- To promote the development of positive partnerships with parents of students with SEN
- To ensure that procedures exist for consultation with primary schools with regard to the enrolment of students with SEN
- To process applications for Irish Exemptions as per CL 0053/2019
- To direct the work of the SNA's
- To ensure compliance with statutory and regulatory requirements

Subject Teacher

As per CL 0014/2017, 'the classroom teacher is responsible for educating all students in his/her class, including any student with a special educational need.' Subject teachers are expected to:

- Ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued
- Consult the SEN Register to inform themselves of the special education needs and recommended strategies for the students in their class
- Gather information through formal and informal means, with a view to informing interventions
- Liaise with the SEN department to support students' in their class
- Liaise with the SNA to support the primary care needs of students in their class
- Differentiate as appropriate to the needs of the student

- Implement whole-school strategies where appropriate
- Liaise with teaching colleagues to provide co-teaching to support their students
- Support independence in their students, as appropriate
- Complete relevant documentation regarding students with SEN as required
- Refer students to the SEN Team, who continue despite classroom intervention, to present with problems

Special Needs Assistants

As per Circular Letter 0030/2014, 'the Special Needs Assistant scheme is designed to provide schools with additional adult support staff who can assist children with special educational needs who also have additional and significant care needs'. The duties of the SNA are set out in Circular Letters 0030/2014 and 0071/2011.

The SNA should:

- Liaise with the SEN Co-ordinator to support students' in their care
- Support the needs of the students in effectively accessing the curriculum
- Maintain records of support and care needs of assigned students (Appendices 7&8)
- Provide input for each students' Personal Pupil Plan (PPP) and review, as appropriate (Appendices 4&5)
- Provide input for Student Support Files
- Liaise with teaching colleagues to provide appropriate support to assigned student
- Support independence in their students, as appropriate
- Complete relevant documentation regarding students with SEN, as required
- Assist with in-house examination, if appropriate

Year Head

The Year head has overall responsibility for their group, including students with SEN. The Year Head will

- Monitor student progress and distribute surveys to staff where appropriate
- Liaise with SENCO regarding students with SEN
- Meet with Parents/Guardians

Links to Other Policies

This policy should be considered in conjunction with the following policies:

- Code of Behaviour
- Admissions Policy
- Anti-Bullying Policy
- Child Protection Policy
- Acceptable Usage Policy
- Whole-School Guidance Plan

- Intimate Care Policy
- Policy and Procedure for the Administration of Medicines in LMETB Schools and Centres

Appendices

Appendix 1 – Student Support File

Name:	
Base Class:	
Tutor:	
Year Group:	
Year Head:	

Assessments

Date	Type	Contents

Contents of File

Date	Type	Contents

Starting Information

-

Details of learning support

Appendix 2 – Student Specific SEN Teaching Record

Student Specific SEN Teaching Record

Student Name:	
Teacher Name:	
Subject	
Periods per Week	
SEN Register suggests the following:	

Strategies used to meet the recommendations on SEN register

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Observations

Progress achieved:
Other matters noted:

Teacher signature: _____

Co -Teaching Journal

Date:	Period number:
Teachers involved:	
Subject:	
Model of co-delivery used (Please Circle):	
1. One Teach, One Drift 2. Team Teaching 3. Parallel Teaching	
4. Station Teaching 5. Alternative teaching	

Strategies used:

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Review of lesson:

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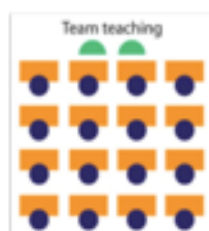
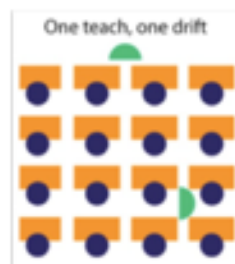
Signatures:

Teacher 1: _____

Teacher 2: _____

One Teach, One Drift.

One Teach, One Drift is a method of co-delivery where one teacher takes on the role of delivering all the class content. The second teacher circulates around the students and offers support as necessary. Such as checking and signing homework, ensuring students with SEN are on task, supporting individual students with their understanding of the topic. The role of the drifting teacher can also be taken by the timetabled (anchor) teacher also.

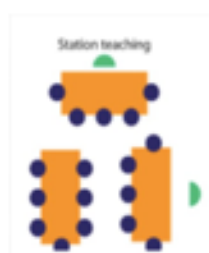
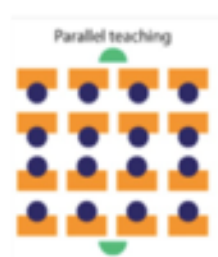


Team Teaching.

Team Teaching is a method of co-delivery where both teachers deliver the lesson together. Teachers work together to plan the lesson, teach the lesson and assess the lesson, including learning activities for the same class group.

Parallel Teaching

Parallel teaching is when you split the class into two groups. Each teacher teaches one group. This allows teachers to gear the pacing of the lesson to the smaller group in front of them. Which allows for greater attention from the teacher to the smaller group. Each teacher teaches the same material with parallel teaching.

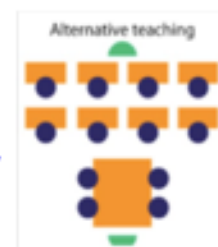


Station Teaching

When the class is divided into groups, with each group visiting a different area of the classroom to complete a different task. Teachers teach a different aspect of the lesson at each station, with students rotating and visiting each station at different times.

Alternative Teaching

This is where the class is divided into two groups. One large and one small. Each teacher takes a group, this allows the smaller group and teacher to hone in on a specific area. The small group does not necessarily need to be made up of students with SEN, or who are underachieving. It could be a case that students who are gifted and talented or overachieving students are selected to further challenge them.



Appendix 4 – Personal Pupil Plan

Student Name:					Date:	
Student Birth Date:		Base Class:		Year Group:		
Class Tutor:			Year Head:			
Special Needs Assistant(s) assigned:						
Primary Care Needs:						
Priority Targets Listed.			Started	In Progress	Completed	
Priority 1:						
Priority 2:						
Priority 3:						
Priority 4:						
Priority 5:						
Priority 6:						
Priority 1:	Strategies:					
Priority 2:	Strategies:					
Priority 3:	Strategies:					
Priority 4:	Strategies:					
Priority 5:	Strategies:					
Priority 6:	Strategies:					
Principal: _____				Date: _____		
Year Head: _____				Date: _____		
SNA: _____				Date: _____		
SENCO: _____				Date: _____		

Appendix 5 – Personal Pupil Plan Review

Student Name:					Date:	
Student Birth Date:		Base Class:		Year Group:		
Class Tutor:			Year Head:			
Special Needs Assistant(s) assigned:						
Primary Care Needs:						
Priority Targets Listed.			Started	In Progress	Completed	
Priority 1:						
Priority 2:						
Priority 3:						
Priority 4:						
Priority 5:						
Priority 6:						
Priority 1:			Strategies:			
Review of Priority 1:						
Priority 2:			Strategies:			
Review of Priority 2:						
Priority 3:			Strategies:			
Review of Priority 3:						
Priority 4:			Strategies:			
Review of Priority 4:						
Priority 5:			Strategies:			
Review of Priority 5:						
Priority 6:			Strategies:			

Review of Priority 6	
Principal: _____	Date: _____
Year Head: _____	Date: _____
SNA: _____	Date: _____
SENCO: _____	Date: _____

Appendix 6 – Sharing Professional Observations from Teacher/SNA

Special Educational Needs

Sharing Professional Observations from Teacher/SNA

Name of student		Staff name	
Year Group		Subject	
Class		Date of referral	

Main Reason for referral (please highlight)	Key issues of concern (please highlight)
Communication and interaction Cognition and learning Social or emotional difficulties Sensory and / or physical difficulties	Organisational skills Classwork Homework Self-esteem / confidence Literacy / Numeracy Relationships with peers /adults Gifted student / under achieving

Briefly outline any other difficulties the student is experiencing in accessing the curriculum.

Please note recent test scores (Christmas exams etc.)

Please detail any other factors which may be relevant (conversations with parents etc.)

Please outline actions taken by your to differentiate for this student.

***Please attach a sample of the student's work that has been corrected.**

Appendix 7 – SNA Weekly Observations Record

Student:	Week Beginning:
----------	-----------------

Physical Assistance Code (P.A.C.)			
T	O	M	B
T1	Toileting Needs		
O1	Organisational Needs		
M1/M2	Mobility/Medical Needs		
B1	Bathroom Needs		

Behavioural Incidences Code (B.I.C.)			
T	O	M	B
T2	Talking out of turn		
O2/O3	Out of seat/ Time out		
A1/A2	Attention difficulties / Anxiety		
D1	Disruption in class		

Monday	P - 1	P - 2	P - 3	P - 4	P - 5	P - 6	P - 7	P - 8	P - 9
B.I.C.									
P.A.C.									

Tuesday	P - 1	P - 2	P - 3	P - 4	P - 5	P - 6	P - 7	P - 8	P - 9
B.I.C.									
P.A.C.									

Wednesday	P - 1	P - 2	P - 3	P - 4	P - 5	P - 6
B.I.C.						
P.A.C.						

Thursday	P - 1	P - 2	P - 3	P - 4	P - 5	P - 6	P - 7	P - 8	P - 9
B.I.C.									
P.A.C.									

Friday	P - 1	P - 2	P - 3	P - 4	P - 5	P - 6	P - 7	P - 8	P - 9
B.I.C.									
P.A.C.									

Observations/Notes from the week.

This includes:

- Communication from home.
- Observations in class.
- Potential triggers for unusual behavior.
- Observations from corridors between classes.
- Events that occur during the week e.g. activities such as science week or trips.
- Observations/incidents that occur during break and lunch time supervision.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Areas to improve for next Month

Reflect on <u>student's</u> Personal Pupil Plan Targets (are they in progress, why? Are they completed? How did they work? Did you start something new?)